

Online participation overview

Online reference: <https://drjonesmusic.me/online-projects-spring-2018/>

This sheet is a reference for four kinds of online projects in Mu 101:

1. Online discussions (see below)
2. Course Intro Essay constructive criticism: <https://drjonesmusic.me/course-intro-essay-spring-2018/>
3. Student Blog Post discussions: <https://drjonesmusic.me/student-blog-post-spring-2018/>
4. Extra credit: <https://drjonesmusic.me/extra-credit-spring-2018/>

Class website: www.drjonesmusic.me

Section websites: H2 (Tuesdays): www.spring2018h2.wordpress.com

H3 (Wednesday afternoons): www.spring2018h3.wordpress.com

L3 (Wednesday evenings): www.spring2018l3.wordpress.com

Overview

Creating online content and participating in an online discussion forum (a blog) are easy ways for people on the Internet to share ideas, engage with communities of people with common interests, and do so from the comfort of their own home—it's the cliché interconnected global world in action!

Computer literacy and fluency in online forums (fora) are important skills to have, and participating in these online discussions is an easy way to ensure that you're thinking about music more often than just during our once-weekly class meetings. Therefore, online participation is a significant portion of this class (25% of your overall grade, counting both instructor-led and student-led online discussions). At the same time, it's also a task in which you can easily earn full points. Think of this portion of the course as an opportunity to engage in a lively conversation, learn from each other, extend or expand our in-class work, and practice your writing skills in an informal setting (with your peers and graded for participation). You'll also be asked to reflect on your experience with these online discussions, your student blog post, and the other student-led blog discussions in the Course Response Essay (due May 14 in section H2 and May 15 in sections H3 and L3).

Timeline and due dates

There are eight (8) online discussions led by the professor. You'll be participating in these class discussions with not only students from your section of Mu 101, but also students from another section of Mu 101. In the weeks where there is no instructor-led online discussion, you'll be creating blog posts and leading discussions with your fellow classmates on the website for your section of Mu 101: peer feedback on a piece of formal writing (March 12-18), Student Blog Post (April 23-May 14), and optional extra credit (weekly). Your experience with the instructor-led discussions will familiarize you with the process, the forum, and general expectations.

Every online discussion begins on a Monday at 12:01am and is open for comments until the following Sunday at 11:59pm. You may participate at any point during the comment period, but

students in past semesters who've had the most meaningful experience have participated at several points throughout the week

1. Music and the brain	January 29-February 4
2. Musical educations and the education of music	February 5-11
3. Music and religion	February 12-18
4. Musicking	February 19-25
5. Music and disability	September 26-March 4
6. Ludwig van Beethoven	March 5-11
[No discussion – Course Intro Essay online project]	March 12-18
7. Music and gender	March 19-25
[No discussion – Online creative writing project]	March 26-April 15
8. The economics of music making	April 16-22
[No discussion – Student Blog Post magazine]	April 23-May 14
[No discussion – Final exam discussion prep post]	May 15-23

Creating a WordPress account

Following the first class meeting, you'll receive an invitation to become a "follower" of the class website (www.drjonesmusic.me) from WordPress *and* a second invitation to become a "contributor" to the website for your section of Mu 101. Accept both of these invitations and create a WordPress account (if you don't have one already). Remember your email/username and password for logging in.

Send me your username so that I know who you are online (music.drjones@gmail.com)—*do not hit "reply" to the invitation email* (it's a do-not-reply email and I won't receive it)!

In the past, some students have found it helpful to download the WordPress app to their smartphones or tablets so they can participate in the blog without sitting at a computer.

How to comment on online discussions

Instructor-led online discussions are located at www.drjonesmusic.me. Student-led discussions are located on the website for each section of Mu 101 (see above).

Make sure you're signed into WordPress using the username and password you created, and make sure you've emailed me your username (music.drjones@gmail.com)—I cannot give you credit if you have not told me who you are online!

Read the blog post and any comments that have been made on it so far. You can leave a comment by typing in the comment box at the bottom of the page marked "Leave a Reply." You can "reply" to other students' comments by clicking "reply" next to their comment or using @ + username to specifically respond to another student, just as you would on other social media platforms.

How to post blog entries to the website for your section of Mu 101

Each student will publish at least two pieces of writing online (a paragraph from the Course Intro Essay and a complete Student Blog Post), and each student has the option of adding blog posts

each week for extra credit in response to a set of readings. We'll go over the process of creating your own blog posts in class on March 6/7, but instructions are available here: <https://drjonesmusic.me/online-projects-spring-2018/>. Use these if you want to submit extra credit blog posts in the first few weeks of the semester, and send me an email if you're confused about any step of the process.

Grading

Grading for all online discussions is participation-based. In all cases, late comments (i.e., after the comment period has ended on Monday at 11:59pm) will not be accepted. If you post comments during the comment period but do not email me your username, your comments will not be graded.

Online discussions (instructor-led)

You must comment on each online discussion at least three separate times while the discussion is available—the goal is to keep the conversation going, to keep it lively, and to enjoy the (surprising) contributions your colleagues make to the discussion. You must add at least one of each kind of required comment in order to earn full participation credit—i.e., all components are weighted equally and are worth 33 points:

1. Respond to the blog post. Contribute to the online discussion by commenting on the blog post, responding to its questions, taking issue with a claim that it makes, or adding your thoughts to the conversation. A strong (i.e., extra credit-worthy) comment includes a link to another article/book/blog that the discussion reminds you of (with contextual commentary from you) that adds new depth to the conversation.
2. Ask a question. This may be a question in response to the blog post itself or a colleague's comment.
3. Respond directly to a classmate's comment or question (similar to #1, but with the intention of engaging directly with another participant in the conversation).

You can earn extra credit (+5 per kind of comment) by contributing significantly to the conversation in terms of insightfulness, by adding additional links or information, or by being particularly engaging conversationalist. Quantity is not the same as quality. You'll know you've earned extra credit if I "like" your comment. The highest grade for any one discussion is 115.

I will drop the two (2) lowest grades for this portion of the course. If you participate fully in all eight (8) online discussions, you will earn an extra 10 points on your average for this portion of the course.

Course Intro Essay constructive feedback (responding to student work online)

This assignment is also explained on the prompt for the Course Intro Essay.

During the week of March 12-18, your task is to read the paragraphs posted by your classmates from their Course Intro Essays to the website for your section of Mu 101. For each post, offer one piece of constructive criticism in the form of a compliment, piece of advice, tip, or editing suggestion. You can earn extra credit (+1 each) for comments that are particularly insightful,

extended meaningful conversations/back-and-forth, or links to outside sources that add depth and substance to the critique.

Student Blog Post discussion participation (student-led)

Just as with the eight instructor-led online discussions, you must comment on each SBP at least four separate times while the discussion is available—the goal is to keep the conversation going, to keep it lively, and to enjoy the (surprising) contributions your colleagues make to the discussion. You must add at least one of each kind of required comment in order to earn full participation credit—i.e., all components are weighted equally and are worth 25 points:

1. Respond to the blog post. Contribute to the online discussion by commenting on the blog post, responding to its questions, taking issue with a claim that it makes, or adding your thoughts to the conversation. A strong (i.e., extra credit-worthy) comment includes a link to another article/book/blog that the discussion reminds you of (with contextual commentary from you) that adds new depth to the conversation.
2. Ask a question. This may be a question in response to the blog post itself or a colleague's comment.
3. Respond directly to a classmate's comment or question (similar to #1, but with the intention of engaging directly with another participant in the conversation).
4. Compliment the author on something that they did well in their blog post (e.g., "I like the way you described..." or "I found your writing style to be easy to follow"—not "I like the song you chose") by addressing the author's writing skills.

You can earn extra credit (+1 per kind of comment) by contributing significantly to the conversation in terms of insightfulness, by adding additional links or information, or by being particularly engaging conversationalist. Quantity is not the same as quality. You'll know you've earned extra credit if I "like" your comment. The highest grade for any one SBP is 104.

Of the approximately 24 required student blog posts (all students' posts, excluding your own), I will drop the 4 lowest grades. However, if you participate in these discussions for all three weeks that the posts are available (i.e., not all in the first week and not all in the final week), you will earn extra credit (+10 on the average for this portion of the course).

Extra credit

Every student has the option of completing an additional extra credit online response in the form of a blog post made to the website for his or her section of Mu 101. There are 16 Sundays in the Spring 2018 semester, meaning you may submit up to 16 different extra credit blog entries (+1 on your final average), but you may only submit one blog response per week.

On the web page provided at the beginning of this reference, you will find several short, supplemental passages to read. These are all related to music, outlooks on life, and careers. Choose one and write a response to it in any format or length that you choose (personal narrative, compare/contrast, argument, reflection, creative writing, journal entry, poem—ANYTHING). Post your response writing to the website for your section of Mu 101, filing it under the category "Extra Credit." Email me by 11:59pm on Sunday telling me that you've posted your extra credit and include a link to your post. Do not repeat a writing prompt.